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ABSTRACT

This guide, published by the New York City Board of Education, presents teaching practices that have been used in New York City schools in grades K-12. Subject areas covered include: (1) communication arts; (2) mathematics; (3) social studies; (4) art; (5) music; (6) English as a second language; (7) bilingual education; (8) reading; (9) writing; (10) science, physics, and biology; (11) physical education; (12) consumer education; (13) foreign language; (14) typewriting; and (15) accounting. Techniques in classroom management, library management, special education, guidance, and provision of student health services are also included. A school district, school, grade level, and implementing teacher are listed for each practice described. (APM)

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GRADES K-12 **Something that works for me**

100 MORE TEACHING PRACTICES USED IN OUR SCHOOLS

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No. 2 November 1980

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to all the teachers and supervisors who
contributed their ideas to this publication.

INTRODUCTION

Because the response to our first issue was so supportive, we have prepared the second in this series. The premise of these documents is based on the assumption that teachers are eager to learn from each other. This is evidenced by the hundreds of responses received from the schools in which teachers have described activities in their classrooms which work.

Since this is an ongoing process, we look forward to receiving many more teacher responses and sharing these practices through subsequent issues of this bulletin. A copy of the response form is enclosed for this purpose. In addition, other dissemination activities will be offered by this Division through workshops, conferences and publications. In this connection, we intend to serve as a clearinghouse for gathering and disseminating ideas for effective instruction.

It is the purpose of this bulletin to provide teachers with ideas which their colleagues have applied in the classroom. Toward this end, it is recommended that copies of this material be duplicated and shared with the professional staff. It is anticipated that teachers will adapt, modify and improve on these activities and that our students will be the ultimate beneficiaries.

Charlotte Frank, Executive Director

"Something That Works For Me"

A Report of An Effective Teaching Practice

Your brief description of a teaching practice, a program, a lesson, materials, activities or anything else that works for you, may also help another teacher. Please fill in the form below and mail it to the Curriculum Library, Room 609, 131 Livingston Street, Brooklyn, N.Y. 11201. The Curriculum Library will file all such documents for the review of teachers visiting this facility.

Name of Teacher _____ Date _____

School _____ Boro _____ District _____

Content area(s) _____

Class level _____

Description of "Something That Works For Me"

Teacher's Signature _____

Principal's Signature _____

Please check below if applicable:

I wish to provide a more detailed description of something that works for me _____.

Elementary Grades

Teachers' Names	School	District	Content Area - Grade	Effective Practices
E. Diamant	P.279K 1020 E. 104 St. Brooklyn, N.Y. 11236	18	Communication Arts 5th	<u>Daily Log.</u> At the start of each day, children make a one paragraph entry in their "Daily Log." They have been instructed to write about events in class or at home. The procedure develops writing skills and encourages self expression. Their entries often disclose problems they may have outside of school. The teacher finds this helpful in establishing relationships with pupils.
Anne Manapour	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Communication Arts K	<u>Greeting Cards.</u> Teacher stimulates interest in sending greeting cards to develop social awareness. At Christmas time, children draw a picture on a card and dictate a message. An experience chart is made of the messages dictated by the children. Same is done on Valentine's Day. Later friendship charts are introduced and a class mailbox is set up. Children write to each other by dictating a message to a friend. These notes are dropped in the mailbox.
Ruth Wilson	P.192K 4715 18th Ave. Brooklyn, N.Y. 11214	20	Communication Arts 5th Reading	<u>Reading for Concepts.</u> Each student is given a folder where they keep the stories they do. The students complete activities for five stories a week. On Fridays, the folders are collected and the student's work is marked Mondays, the folders are returned along with teacher comments. As students finish one book they move on to another which is useful in helping them work independently and in developing comprehension skills.
Goldie Michaelis	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Communication Arts 3rd	<u>Complete the Story.</u> The teacher reads the beginning of an interesting story to the class and asks provocative questions. Part of the story is written on the chalkboard. After getting some oral response from the class, the teacher asks the students to finish the story on their own.

Elementary Grades

Teachers' Names	School	District	Content Area - Grade	Effective Practices
Ethyl Haber	P.24Q 141-11 Holly Ave. Flushing, N.Y. 11355	25	Communication Arts 3rd	<u>Making a Book.</u> Children write compositions which are put together in a book. A child makes a colorful cover and the books are left out for the children to read. The books have become part of the library. Since the children know the stories will be read by others, they are motivated to write and to illustrate their work.
Leah Stern	P.192K 5715 18th Ave. Brooklyn, N.Y. 11214	20	Communication Arts 5th	<u>Dictionary Skills.</u> Children are shown how the names on top of a telephone directory are organized in the same manner as a dictionary using guide names. Children are asked to look up the names of people and then hold imaginary conversations. The activity reinforces dictionary skills.
Marcella Maynard	P.153Q 60-02 60th Lane Maspeth, N.Y. 11378	24	Communication Arts 1st Handwriting	<u>Writing Names.</u> Fold down rectangular piece of oak tag so it looks like a roof top. Write child's first name on one side and last name on the other. This is useful for the beginning of school in the fall to learn new names and show how to print name properly. May also be used by substitute teacher to learn class names.
Evelyn Kavana	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Communication Arts 6th Reading	<u>New Sounds.</u> When a new sound is taught, e.g., "ew", "ph", etc., children look in magazines and newspapers for words which contain these letters. Students also look for pictures containing the sound and they have to label the picture with the word, underlining the letters studied.
Leslie Markus	J.47M 225 E. 23 St. New York, N.Y. 10010	75	Communication Arts Special Education Reading	<u>Word House.</u> Teacher uses a Rolodex card file covered with a colorful picture of Snoopy sitting on a house. The file is called the "Word House." As children learn or use a new word, it is entered alphabetically with an illustration. If another child needs to spell the same word, he is referred to the "Word House."

Elementary Grades

Teachers' Names	School	District	Content Area - Grade	Effective Practices
Phyllis Gelman	P.279K 1020 E. 104 St. Brooklyn, N.Y. 11236	18	Communication Arts 1st	<u>Draw and Write.</u> Make a rexograph of a topic of interest to six year olds. Children have a space to draw a picture about the topic. They think about the topic and dictate a story to the teacher who writes it for the children. Later in the year, some children can write their own stories or dictate into a tape recorder.
Florence G. Gordon	P.98Q 40-20 235th St. Douglaston, N.Y. 11363	26	Communication Arts 6th Writing	<u>Motivating Creative Writing.</u> Children assess the difference between newspaper reporting and other examples of technical English. Children soon reach the conclusion that creative writing is not right or wrong and that teacher will be non-judgmental. The record player is turned on. Children are told to listen to the music and when a picture comes to mind, to write. The teacher passes around objects such as an orange slice, a piece of velvet fabric, etc., that compel creative talents to become unlocked. This lesson is effective after several lessons in the technique of writing or using similes and metaphors.
Dolores Lessner	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Communication Arts 5th,6th Reading	<u>Cause and Effect.</u> Students discuss topic sentences to describe causes and effects and also vary the positions of topic sentences in paragraphs. Teacher checks to see that children understand that cause is something that creates a situation and effect is the result. Later, children write a paragraph or story.
Alice Dolnane	P.279K	16	Communication Arts 6th Creative Writing	<u>Word Bank.</u> Children seem to enjoy and respond to a creative writing lesson carried out in conjunction with art activities. The class compiles a word bank of appropriate verbs and adjectives to describe a topic. This list can be used to paint a picture in words as a creative writing exercise and then used to help draw a picture to illustrate a topic. Either activity can come first.

Elementary Grades

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R. Guidone	P.73X 1020 Anderson Ave. Bronx, N.Y. 10452	9	Communication Arts All	<u>Tee Shirts.</u> Cut out a paper tee-shirt for each child, print names on them and staple to bulletin board. As children read books, print the names of the books on the tee shirt. A simple book report is required as proof that the child read the book. When the child has read 100 books, he or she may possibly win a tee-shirt as a prize.
Terry Rosenbaum	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Communication Arts All	<u>Comic Strips.</u> To reinforce sequencing of events, teacher cuts the comic strip frames from newspapers and students arrange events in a comic strip in appropriate order.
Anna Lee Culp	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Communication Arts 4th	<u>Creative Thinking.</u> To encourage fluent thinking and curiosity, children are asked to wonder what it would be like to live in a glass house. The teacher mentions some ideas about what might happen to privacy, heating, etc. The children are asked to make a list of the consequences of living in a glass house as compared to living in a regular house.
Marilyn Kirschenbaum	P.165K	23	Mathematics 2nd	<u>Play Store.</u> Children play "Store" to familiarize themselves with coins. They buy a product from a storekeeper. Empty cartons and containers that have price tags are used. The activity is started with exact cost paid for products. After practice, children give change and buy several products. Included in this play are reading and writing skills.
D. Unterman	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Mathematics 5th	<u>Math Game.</u> Teacher makes up game to teach number facts. In one game called "Cover-Up," each player has his own oak tag board covered with clear "Con-Tact." Each player will roll dice in turn. If roll, for example, shows 4 and 6, the player has the option of adding 4 + 6 and covering up the 10 on the board, or subtracting 6 - 4 and covering up the 2. The first player to cover up the entire board with markers wins.

Elementary Grades

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Christine Kapetanakis	P.41K 411 Thatford Ave. Brooklyn, N.Y. 11212	23	Mathematics 2-4th	<u>Using the Senses.</u> Three modes of learning (visual, auditory and tactile) are used in teaching number facts in a remediation program. Teacher-made materials are used, for example, in teaching the number 4. The student shows the number on a card, chart or chalkboard, uses colors or heavy black marker, picks out the number with a group of numbers, circles the number, puts number cut-out on felt board and displays 4 tangible objects. Using the auditory mode, students listen to a story about number 4, ring a bell 4 times or tap the desk 4 times, etc. Tactile illustrations involve the use of felt or sandpaper; also numbers can be shaped with pipe cleaners, carved in soap, or drawn with finger paint.
Geraldine Cappeline	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Mathematics 3rd	<u>Problem Solving.</u> To review addition and subtraction in problem solving, the "Daily News" is used. Students are given a shopping list. They find ads and copy prices of each item they are asked to buy. They total their purchases and find the amount of change they should receive.
Helen Lippman	P.161K 300 Crown St. Brooklyn, N.Y. 11225	17	Communication Arts 3rd Social Studies	<u>Who Am I?</u> Each student is asked to bring to class a picture of himself and/or his family. Oral discussion is followed by written composition in which students tell about themselves, their families and career aspirations. They draw pictures or cut some from magazines to accompany their stories to form a book. A stronger feeling is developed for themselves and their families.
Vera Kohn	P.98M 512 W. 212 St. New York, N.Y. 10034	6	Communication Arts 4th Social Studies	<u>Biography.</u> After reading several biographical sketches of famous Americans, students choose one person and complete a biography contract on that subject. The contract may include: a list of important events in the person's life; a letter expressing admiration for the person; writing an interview; composing a timeline; acting out a skit based on an event in the person's life. Class shares experiences at a "biography party."

Elementary Grades

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L. Barkin	P.221K 791 Empire Blvd. Brooklyn, N.Y. 11213	17	Communication Arts 4th Reading, Writing, Speaking	<u>Current Events.</u> On Fridays, class is divided into committees, each with an anchorperson. Students decide what part of the news they will cover over the weekend. On Monday, time is set aside for a TV news broadcast. The class also responds to editorials. By the end of the term, broadcasts include music, humorous commercials, weather maps and other professional elements.
Andrea Pack	P.171Q 14-14 29th Ave. Long Island City, N.Y. 11102	30	Classroom Management	<u>Cooperative Planning.</u> Discipline need not be imposed on the child but can easily be developed from within the child in terms of self-motivation, self-direction and self-evaluation. Planning the day's activities in cooperation with children enables them to have input, gives them opportunities to follow their own guidelines and evaluate activities at the end of a day. Children's suggestions are incorporated in daily plan put on a board each morning. During the day, children can re-read, check-off activities and note changes in plans. Planning gives them a feeling of security.
Sandra Fiore	P.140X 916 Eagle Ave. Bronx, N.Y. 10456	8	Classroom Management	<u>Activity Box.</u> A corrugated box is sectioned into 12 compartments. Each contains an activity sheet which reinforces what has been previously taught. When a child has finished his assignment, he can take one of the activity sheets from the box and work independently.
Sheila Romanick	P.73X 1020 Anderson Ave. Bronx, N.Y. 10452	9	Classroom Management	<u>Homework Sheets.</u> They are distributed on Monday with assignments for the entire week. Special messages to parents are also included. This procedure enables students and parents to be aware of assignments and helps absentees to catch up in their homework.
Janice Jackelow	P.161K 300 Crown St. Brooklyn, N.Y. 11225	k6	Classroom Management	<u>A Mail Bag.</u> To avoid the constant return of test papers and homework, the teacher keeps a mail shoe bag with each child's name on a section. A mailperson is selected to distribute mail each morning.

Elementary Grades

Teachers' Names	School	District	Content Area - Grade	Effective Practices
Genethal Harris	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Social Studies 2nd	<u>Black and Puerto Rican Heritage.</u> When teaching children about various cultures, the use of dramatics is effective in developing a positive and lasting imprint on them. Different dramatic formats are used sometimes with music or pantomime to reinforce information.
Norma Terrigni	P.87M 160 W. 78 St. New York, N.Y. 10024	3	Social Studies 3rd	<u>Teacher For A Day.</u> A student prepares a short lesson on some aspect of social studies complete with charts and rexographs to present to the class in a 20 or 30 minute lesson. It is a bilingual class with many children coming from different South American countries. Children in class enjoy learning about how children live in other countries.
Phyllis Feingold	P.397K 490 Fenimore St. Brooklyn, N.Y. 11203	17	English As A Second Language K-5	<u>Language Skills.</u> Children are taught specific grammatical skills. The repetition of sentences with these skills in context is a rapid method for learning, e.g., "He is (was) carrying a book." What is pronounced orally is reinforced by a rexograph sheet. Sentences are put on board pertaining to rexograph sheet and children read the sentence orally in a group and as individuals. Then they copy the sentences.
Elaine Goldstein	P.161K 300 Crown St. Brooklyn, N.Y. 11225	17	Library 2-5	<u>Using Place Holders.</u> Children use place holders when they remove a book from the shelves. If they want to change their books, they may be returned to their proper places.
Linda Moscovitz	P.165K 76 Lott Ave. Brooklyn, N.Y. 11212	23	Art 1st-2nd	<u>Magic Paintings.</u> Using finger paints and paper, children execute "magic pictures." Four colors are used. First a dab of paint is put on a paper. The paper is folded in half and the paint is spread with fingers while the children say magic words. The paper is opened, refolded in half the other way, and the process repeated. The resulting pictures are interesting and provoke discussion.

Elementary Grades

Teachers' Names	School	District	Content Area - Grade	Effective Practices
L. Gildin	P.279K 1070 E. 104 St. Brooklyn, N.Y. 11236	18	Music 4th	<u>Recorder Instruction.</u> Children learn to associate the notes of a musical piece with the finger playing positions on the recorder. When a new selection is taught, the children read the notes in each measure while fingering the notes on the recorder. When they learn this well, they learn to play the musical selection one measure at a time.
E. Klinger	P.124M 40 Division St. New York, N.Y. 10002	2	Classroom Management 3rd	<u>Commendations.</u> The children make commendations which the teacher uses to motivate their work and conduct and to get them to go beyond their limits.
Norma Mingo	P.101M 2360 Benson Ave. Brooklyn, N.Y. 11214	4	Health Pre-K	<u>Comprehensive Health Services.</u> Children received health services at P.57M, P.101M and P.102M, including immunization and basic tests for vision and hearing. Feedback was furnished immediately to parents or guardians and staff. Where necessary, referrals were made for follow-up. A medical team, consisting of a pediatrician, bilingual medical assistant and program administrator, provides on-site examination of children.
Jack Gursky	P.192K	20	English As A Second Language 6th	<u>Home Movies.</u> A TV movie was made with color lift pictures on a transparency roll. Various rolls are used to teach specific language patterns. Children respond to the projected image. They match flash cards with the projected image.
B. Robles	P.27X 519 St. Ann's Ave. Bronx, N.Y. 10451	7	Bilingual Educ. Kg. Communication Arts	<u>Letters and Sounds.</u> Letters and sounds are taught in English and Spanish. Letter cards are made for each child. Games are played with the cards testing for visual and auditory discrimination and association of letter sound with a picture. When children begin reading, they manipulate cards to make words. Children learn left to right progression and the difference between initial, middle and final positions of letters.

Elementary Grades

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B. Greenberg	P.152M 83 Nagle Ave. New York, N.Y. 10040	6	English As A Second Language Communication Arts Art	<u>TV Roll.</u> The children listen to or read a story. They practice retelling the story. Each child illustrates a portion of the story. The illustrations are sequenced by the children. A story board of the story is made and then taped together for a TV roll. After some practice the children record the story on audiotape. They play the tape recorder and turn the TV roll to review their production.
Arlene Kraushar	P.206K Neck Rd. & E. 22nd St. Brooklyn, N.Y. 11229	22	Social Studies 5th Mathematics	<u>Poll Taking.</u> A poll was taken of the "Crisis in Iran" consisting of six questions. Three groups were polled including students, parents and staff. The children compiled the data and issued the results.
Joan Canture	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Guidance	<u>Problem Solving in Social Situations.</u> Lessons are integrated to relate problem solving of daily social situations on both formal and informal levels of instruction. This encourages children to resolve their problems peacefully and logically, rather than impulsively. One example is the use of a drawing or illustration showing two boys playing and a girl who wants to join in. If the two boys disagree about letting the girl play, what should the boys do next?
Mr. Kaponer	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Social Studies 4th	<u>Map Game.</u> A large roll-down map is used. The class is divided into 2 or 3 teams. One student from each team is called to the map and a place is called out by the teacher. The first student to place a finger on the place gets a point for his or her team. The game is preceded by a lesson on oceans, mountains, countries, etc. The result is that students study maps in their spare time to improve their knowledge of geography.

Elementary Grades

Teachers' Names	School	District	Content Area - Grade	Effective Practices
Dolores Bloom	P.81Q 599 Cypress Ave. Ridgewood, N.Y. 11237	24	Physical Education 5th	<u>Hatha-Yoga.</u> During gym periods, Hatha-Yoga is taught. This is a yoga of posture. The exercises include assuming various postures, breathing, eye and concentration activities. Children love practicing the exercises and some practice at home with their families. This activity has had a calming effect on the students.
Muriel Feldshuh	P.16K 157 Wilson St. Brooklyn, N.Y. 11211	14	Library K-6	<u>Reading Records.</u> At the beginning of each school year, librarian rexographs "Reading Records" which children keep in their notebooks. Children enter the titles and authors of books read. Children in grades K-3 must read 6 books and show the records to the librarian.
J. Levy	P.152M 93 Nagle Ave. New York, N.Y. 10040	6	Science 6th	<u>Incubation of Chick Egg.</u> To help children learn how to incubate eggs, to follow the growth of an embryo and to witness the birth of a living organism, a 21 day project is planned. During this time, children turn eggs 3 times a day and maintain temperature and humidity. They observe growth of the embryo and see the pumping beat in action. By the 21st day there is tremendous excitement and accomplishment as the chicks start the hatching process with their egg teeth. -Sponsored by the Cooperative Extension Service N.Y.C. 4-H Programs.

Intermediate and Junior High Schools

Teachers' Names	School	District	Content Area - Grade	Effective Practices
Charlotte Greene	J.194Q 154-60 17th Ave. Whitestone, N.Y. 11357	25	Library	<u>Literary Masquerade Quiz.</u> Students are motivated to borrow books that are represented on stage in an assembly program. Library monitors select scenes from classics, novels, plays or poems for presentation. The scenes are enacted in pantomime with emphasis on costuming, music, sound effects and props. Every English class has a contest resulting in the choice of one literary expert to represent the class.

Intermediate and Junior High Schools

Teachers' Names	School	District	Content Area - Grade	Effective Practices
L. Herr	J. 10Q 31st Ave. & 45th St. Long Island City, N.Y. 11103	30	Communication Arts	7th <u>Old and Foreign Objects.</u> To motivate the reading of novels set in a foreign country, have class bring in items from home, such as tools which are old or of foreign origin. For example, items may include a darning egg or tea strainer which are unknown to students. The items are presented to the class and the students try to guess their uses. Class discusses life style of people, story settings, characters, etc.
R. Shields	J. 8Q 108-35 167 St. Jamaica, N.Y. 11433	28 8	Communication Arts Writing	7th <u>Pictures and Writing.</u> Pictures are used to help trigger thoughts and ideas in the class for compositions. Students like animal pictures, especially in the slower classes. Pictures that are non-specific enough to cause speculation work very well for writing descriptive paragraphs, expressions of feelings or "made-up" stories.
Murray Robinson	I.S.74X	8	Communication Arts Writing	6th <u>Creative Writing - Cloze Technique.</u> The beginning and ending of each story is written for the students. They are asked to use their imaginations and experiential backgrounds to construct the internal portion of the story, using the given introduction and conclusion.
Roberta Koomer	J.227K 6500 16th Ave. Brooklyn, N.Y. 11204	20	Mathematics	6th <u>Estimating Size.</u> To teach estimation of size in centimeters, the teacher uses paper bags containing assorted items such as pencils, paper clips, erasers, etc. Four to six students are grouped at tables and each table is given a paper bag. Each child is given a sheet with columns marked item, estimate, actual measurement and difference. Each child takes a turn holding up an item from the bag. Everyone writes down his or her estimated measurement. The item is finally measured and the columns completed on the sheet.

Intermediate and J.H.S.

Teachers' Names	School	District	Content Area - Grade	Effective Practices
Bernard Schneider	J.210Q	27	Mathematics 7th-8th	<u>Finding Least Common Multiples.</u> Write given numbers in a horizontal product format. Select a factor common to 2 or more of the numbers and divide it into each of the numbers. Write each quotient beneath each number. If a number cannot be divided by the selected factor, rewrite it under itself. Repeat process until no 2 numbers with a common factor remain. Multiply all selected divisors (factors) by the last line of quotients to get the L.C.M.
Mildred Steier	J.239K 2401 Neptune Ave. Brooklyn, N.Y. 11224	21	Communication 7th Arts Writing	<u>Writing Autobiographies.</u> Students write best about their own lives. Each student writes an autobiography consisting of ten chapters. One chapter is assigned at a time. Students illustrate each chapter with artwork or photographs. One chapter particularly enjoyable is an interview with a relative comparing customs and ideas.
Joseph J. McDornell	J.227K 6500 16th Ave. Brooklyn, N.Y. 11204	20	Communication Arts Listening, Reading	<u>Introduction to Poetry.</u> To help students read and enjoy poetry and to break down misconceptions, they need to hear as well as read poems which touch them or make them laugh. The poetry unit is taught informally omitting formal analysis. One lesson which may take two or three periods shows that poetry need not be found in school books but abounds in folk songs and popular lyrics. These are played on a phonograph including "Erie Canal," "John Henry," etc. Two or three songs are examined for images and feelings.
Sandra Goldstein	J.227K 6500 16th Ave. Brooklyn, N.Y. 11204	20 20	Communication Arts Reading, Writing	<u>Mythology.</u> Using the story, "The Twelve Labors of Hercules," the teacher rewrote each of the twelve labors as a separate sequential story. The students keep a mythology folder and each week they are given a rex-o-copy of one of Hercules' labors. For each chapter there is a worksheet of skills including vocabulary, comprehension questions and writing. The students write a creative story titled "Hercules' Thirteenth Labor" as a culminating activity.

Intermediate and Junior High Schools

Teachers' Names	School	District	Content Area - Grade	Effective Practices
Hollis Martino	J.227K 6500 16th Ave. Brooklyn, N.Y. 11204	20	Communication Arts	<u>Using the Senses in Writing.</u> Each day discuss one of the five senses in relation to writing. Explain that one should write a description of something as vividly as one would like the reader to see it, hear it, touch it, smell it or taste it.
Aileen Hallow	J.210Q 93-11 101st Ave. Ozone Park, N.Y. 11416	27	Mathematics 7th	<u>Applying Math to the Real World.</u> Three projects or reports are assigned to offer students an opportunity to apply the math they learn in the classroom to the outside world. For geometry, students find pictures which illustrate basic geometric designs and concepts. For measurement, students compute linear and square measurement from diagrams of physical objects.
Larry Kantrowitz	J.210Q 93-11 101st Ave. Ozone Park, N.Y. 11416	27	Mathematics 7th	<u>Changing Bases.</u> To change base 10 to base 5 use quarters, nickles and pennies to represent the first three places. Using the least amount of coins to make change, the children find the number of each type of coin, i.e., $\$.86 = \begin{array}{r} Q \quad N \quad P \\ 3 \quad 2 \quad 1 \end{array}$ $86 = 3 \quad 2 \quad 1 \quad \text{Five}$
Michael L. Saslow	J.61K 400 Empire Blvd. Brooklyn, N.Y. 11225	17	Social Studies 8th	<u>Newspaper Headlines.</u> Teacher writes three headlines on the board from each day's N.Y. Times. These are grouped under the headings international, national and local. When time permits, the headlines and stories behind them are discussed. The next day the class starts off with a follow-up to the previous day's news.

Intermediate and Junior High Schools

Teachers' Names	School	District	Content Area - Grade	Effective Practices								
Natalie Mansbach	J.210Q 93-11 101st Ave. Ozone Park, N.Y. 11416	27	Social Studies 7th-9th	<u>Use of Work Sheets.</u> A rexograph is prepared for each student containing facts and reading skills for a lesson. Each student works at his own pace to complete worksheet. The worksheet helps to motivate students to complete sheet; students learn to follow directions, correct their work and link skills of reading to social studies.								
Vincent Bono	J.227K 6500 16th Ave. Brooklyn, N.Y. 11204	20	Science 8th	<u>Temperature Conversion.</u> Instead of using $^{\circ}\text{F} = 9/5^{\circ}\text{C}+32$ and $^{\circ}\text{C}--5/9 (^{\circ}\text{F}-32)$ to teach temperature conversion, a much simpler method is used which is easier to learn, since two steps are identical: <table><tr><td>$^{\circ}\text{F} - ^{\circ}\text{C}$</td><td>$^{\circ}\text{C} - ^{\circ}\text{F}$</td></tr><tr><td>1. Add 40 to $^{\circ}\text{F}$</td><td>1. Add 40 to $^{\circ}\text{C}$</td></tr><tr><td>2. Take 5/9</td><td>2. Take 9/5</td></tr><tr><td>3. Subtract 40</td><td>3. Subtract 40</td></tr></table> Only step 2 is different.	$^{\circ}\text{F} - ^{\circ}\text{C}$	$^{\circ}\text{C} - ^{\circ}\text{F}$	1. Add 40 to $^{\circ}\text{F}$	1. Add 40 to $^{\circ}\text{C}$	2. Take 5/9	2. Take 9/5	3. Subtract 40	3. Subtract 40
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Thomas Leach	J. 7R 1220 Huguenot Ave. Staten Island, N.Y. 10312	31	Science	<u>Use of Video Microprojection.</u> Students may view various slide materials as well as microorganisms without the use of large numbers of microscopes. Where a sufficient supply of microscopes is available, video microprojection may be used to introduce students to the microscope lesson. Narrated videotapes can be produced for purposes of review and testing.								
Anthony Russo	I.14K Ave. X & Batchelder St. Brooklyn, N.Y. 11235	22	Foreign Languages	<u>Foreign Language Week.</u> To motivate students for this activity, they were brought to the library for research on the colors of another nation's flag. These items were reviewed in Spanish. Students were asked to draw the flag and a map of the particular country.								

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Anthony Russo (Cont'd.)	I.14K	22	Foreign Languages	<u>Foreign Language Week</u> (cont'd.) The work was put on display in the corridors.
C. Harris	J. 8Q 86-35 235th Ct. Queens Village, N.Y. 11427	28	Foreign Languages	<u>Verbs and Vocabulary Review.</u> The students are challenged with the game "Truth or Consequences." If a child fails to give the correct response, he must select a consequence. These are brief and humorous such as: "Do an interpretation of a snowflake." The children enjoy the activity and reinforce their learning at the same time.
Irving Frank	J.125Q 46-02 47th Ave. Woodside, N.Y. 11377	24	Social Studies 8th-9th	<u>Holocaust Studies.</u> Study of the Holocaust involves the visitation and presentation by a concentration camp survivor. A two week unit consists of audiovisual presentation, special reports and projects including dramatizations, charts, taped interviews with survivors and servicemen and finally the presentation by the survivor. Careful planning with the survivor and the class is required to focus the discussion and prepare questions.
Leonora Rosen	J.239K 2401 Neptune Ave. Brooklyn, N.Y. 11224	21	Social Studies 7th Communication Arts	<u>Diary Project.</u> This is used for the unit on "Expansion of the U.S." The class learns, through reading assignments, class lessons and notes, how the U.S. gets a new territory. The next homework assignment is to pretend to be a character from that time period. For example, creative students have become "Fish" writing about the new Panama Canal Zone as a day's diary entry which must include information about how the U.S. got the territory and the importance of it. Later, students read their diaries as reviews of previous lessons. Covers are made for the diaries and they are submitted as projects.

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D. Ridolf	J.135X	11	Science Special Education	7th-9th <u>Science-Special Education.</u> In working with the learning disabled, the teacher lets children feel and touch what the lesson is about. All five senses are involved in each science unit.
J. Damashek	I.S. 8Q 108-35 167th St. Jamaica, N.Y. 11433	28	Special Education Behavior Modification	<u>Behavior Modification.</u> This system which involves a contract for behavior is very effective. The teacher picks up all positive behaviors and rewards them with a check. This includes bringing back a small notice on time, sitting in one's seat, etc. The sitting in one's seat is specifically rewarded when another child is visibly bending out of his seat. The positive behavior is rewarded while the aberrant behavior is not noticed.
Waldon L. Torrence	J. 8Q 108-35 167th St. Jamaica, N.Y. 11433	28	Art	8th-9th <u>Holiday Stencils.</u> Use of stencils with Craypas on toned ground gives enjoyment to students making holiday stencils. Emphasis is usually given to making the greeting card format. Construction paper (assorted colors) 9"x12" is folded to the desired format. Stenciled holiday designs are imprinted on the front cover with oil pastels. Lettering is done with the letter stencils. Glitter may be used to accent the design.

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Martin Leichter	Susan Wagner	R	Communication Arts Reading	12th <u>Using One Act Plays.</u> In order to overcome the insecurity evidenced by students who are two or more years behind in reading level when they are required to read literacy material, the teacher uses one-act plays. Students are willing to enact parts in class which allows for oral reading whereby the teacher is able to identify problems, on the spot and plan for remediation.

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Jerry Kass	Susan Wagner	R	Communication Arts Reading	<u>Poetry.</u> Instead of confronting slow learners with a poem in its entirety, write poem on the board one line at a time, pausing after each to discuss meaning and development. This effectively becomes a lesson in reading comprehension as well as literature.
George R. Hopkins	Susan Wagner	R	Communication Arts Reading	<u>Using Key Words.</u> From 5 to 10 words that have been previously assigned, the teacher writes a brief narrative of topical interest using as many of the words as possible. The teacher makes sure there are definite context clues to the meaning of each word in the passage. The passage is written on the board with the assigned words deleted. Students copy passage in their notebooks and fill in the appropriate words. After the class has been given sufficient time, the passage is reviewed with the students supplying the context clues which helped them pick their answers.
L. Berger	Park West H.S. 525 W. 50th St. New York, N.Y. 10019	M	Communication 9th Arts Writing	<u>Writing A Complete Sentence.</u> To help students write a complete sentence and explain why one item in a group of items does not belong, one motivation is to list the words "Ford, Chevrolet, Dodge, El Dorado, Cadillac." The procedure involves students reading the list of words and the teacher eliciting the reasons, e.g., the model of a car does not belong. After the class decides which item should be eliminated, a student writes the item El Dorado on the board. The student writes a sentence explaining why El Dorado does not belong. The teacher and class review the elements of a complete sentence. For homework, students are asked to construct three sets of items, each set containing one item that does not belong.

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Dennis Coppelino	Susan Wagner 1200 Manor Rd. Staten Island, N.Y. 10314	R	Communication Arts Writing	<u>Teaching Topic Sentences.</u> Students are motivated by bringing a poster containing a few pictures. The students are asked what the pictures have in common and they go on to describe each picture. The topic sentence and supporting sentences are described. The poster is used as a guide to the writing of a short paragraph.
Joan R. Iervese	Susan Wagner 1200 Manor Rd. Staten Island, N.Y. 10314	R	Communication Arts Writing	<u>Dictation.</u> On a weekly basis dictation is given. The students are asked to attempt correct punctuation and spelling. Towards the end of the semester, students become much more aware of sentence structure, punctuation and spelling. They also begin to improve their own writing style from the constant exposure to classics.
Linda Reiersen	Susan Wagner 1200 Manor Rd. Staten Island, N.Y. 10314	R	Communication Arts	<u>Group Writing.</u> Occasionally students work in a group of four. One student writes a question which all students answer. One student reads the answer to the class and the group answers questions from the class. The group receives one grade - they are all equally responsible. This procedure is found effective with all grade levels. The questions always pertain to the literature we're studying.
Carol Paciello	Susan Wagner 1200 Manor Rd. Staten Island, N.Y. 10314	R	Communication Arts Reading	<u>RCT Classes.</u> Teacher puts questions directly, e.g., "What to look for?" on the board in an attempt to increase reading comprehension. These questions help the student to focus on salient points in the text. The discussion of literature that follows the reading assignment is then made easier.

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Greg McCaslin	Sarah Hale 345 Dean St. Brooklyn, N.Y. 11217	K	Communication Arts Reading, Writing	<u>"Boss-Secretary" Reading-Writing Exercise *</u>. Students choose partners. They decide on a story they both wish to read. Each partner has an opportunity after reading the story to dictate an outline (guided by specific questions) and a review of the story to his/her partner (secretary). When the secretary finishes writing the dication, it is then submitted to the partner (boss) for proofreading. The first draft and the final copy are both given to the teacher. * (Other ideas are available through "The Reading Bulletin" - Sarah J. Hale H.S. English Department, Douglas Berman, A.P.)
S. Carter	Seward Park 350 Grand St. New York, N.Y. 10002	M	Social Studies All	<u>TV Game Show.</u> For drill and summary, teacher uses the TV game show format "Jeopardy." Teacher gives answer to the questions then students must state the question. For example, the teacher says, "The answer is Otto Von Bismarck." Students respond by making up a question, e.g., "Which Prussian prime minister's policies resulted in the unification of Germany?"
Walter Kramer and Jack Lessner	Seward Park	M	Social Studies	<u>Collective Bargaining.</u> Classes are divided into "Labor and Management" groups; preconditions are laid out in a hypothetical situation; sides caucus, negotiate and arrive at a contract. Items covered include length of contract, hours, wages, working conditions and fringe benefits.

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John Geohegan	Gompers	X	Communication Arts Writing	<u>Focusing on the Elements.</u> When teaching composition, it is helpful to focus on one specific aspect at a time. For instance, if the topic sentence is being stressed, the composition is marked only for the topic sentences. The next lesson may be paragraphing and again papers are marked for that skill. The method allows the teacher to assign more compositions and thereby improve student's writing skills.
Carolyn Gillette	Murry Bergtraum 411 Pearl St. New York, N.Y. 10038	M	Communication 11 Arts Reading, Writing Speaking, Listening	<u>Reading, Writing, Speaking and Listening.</u> The teacher distributes individual articles on a related subject. Students are asked to take notes and then write a composition in their own words telling what the article teaches them. Have them practice reading their compositions to someone at home. They read their compositions to the class so that they write for an audience and share information with each other.
Carol Albanese-Bay	James Madison	K	Communication Arts Writing	<u>Incorporating Writing in All Phases of English.</u> This is done by journal keeping at the beginning of each lesson. The journal has helped improve writing facility, writing skills such as grammar and punctuation and it has increased vocabulary. The journal also provides a resource for longer writing assignments and a place for informal experiments in writing. Literature, vocabulary, grammar, etc., can all be dealt with in the journal.

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John Boyle	Susan Wagner	R	Mathematics 9-12	<u>Do New Problems.</u> In a math class, a "do now" problem written on the board at the beginning of a period always gets the class started smoothly. It enables the teacher to quickly review the previous lesson and also helps students who were absent to catch on to what was taught in the previous lesson. In a below average class, I find it helpful to group students by ability level and let the groups work independently. This practice works well if done on the average of twice weekly. Students may change groups depending on the topic being studied.
Alice B. Farkouh	Prospect Heights 883 Classon Ave. Brooklyn, N.Y. 11225	K	Mathematics 9th	<u>Game Activities.</u> In fundamental math classes, game activities involving the entire class on Friday is a great motivational and learning tool. For example, the game baseball (two teams) can be played. Divide the class into two groups and give each group a question related to the weekly unit. If a member of the first group does get it correct, it goes to the other group in an alternating fashion until a team scores.
Alice White	Prospect Heights	K	Mathematics All	<u>Math Bingo.</u> Students enjoy this game that is played every Friday. The teacher holds up math problems and students place the correct answer on a score sheet. The first person to get all the answers correct, in a line, wins the bingo game. The game reinforces student learning of basic concepts.

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Elliot Ringhel	Prospect Heights	K	Mathematics	9th	<u>Homework Credit.</u> In order to encourage better class participation on homework, the teacher gives each student who places a homework problem on the board an extra point toward the next examination. If a student goes to the board five times, he receives five extra points on the next exam. In this manner, a maximum of ten points may be awarded between examinations. I have found that this system encourages better attendance and punctuality. If a student is absent for an exam, he loses all his homework credit.
Harold Aber	Prospect Heights	K	Mathematics	All	<u>Regents Preparation.</u> Teacher constructed cards on which individual, former Regents questions are posted with a step by step solution worked out on the back. The students find these cards' challenging and practical.
Carl Goodman	Cardozo	Q	Mathematics	11th	<u>Graphing.</u> An introductory lesson for $\sin x$ graph is motivated by the question, "If x varies from 180° to 270° what changes occur in $\sin x$?" The teacher develops the lesson with, "Today we wish to discuss changes in $\sin x$ as x varies. What mathematical idea will vividly show changes in a function for different values of x ?" There is discussion of the answer and review of straight-line graph. Ideas are discussed of how you could draw graph. After traditional approaches are discussed, a more exciting way is discussed. The lesson is further developed with students plotting points and a series of drill questions. A complete lesson is available.

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J. Rosenfeld	Park West	M	Mathematics 9-12	<u>Following the Market.</u> Students are asked to name three large corporations. If they cannot, the teacher may ask some questions to aid the students in finding some company which they can follow for a few weeks in the newspapers, noting changes in their stocks. When this is done, graphs are prepared from which students make generalizations about the stocks. The idea of making money is motivating. It also shows risks that are taken. The skills of charting, graphing and interpreting graphs are new skills for most students.
Andrew Razore	Susan Wagner	R	Foreign Languages	<u>Role Playing.</u> This method is very effective in an advanced language class. The class is divided into four groups to discuss some controversial topic. An example would be Iran and the groups could be the War Mongers, the Pacifists, the Economists and the Politicians. The groups would speak only Spanish having prepared the ideas and vocabulary the night before. The teacher initiates the conversation but does not dominate.
Daniel Kaplan	DeWitt Clinton Mosholu P'kwy and Paul Ave. Bronx, N.Y. 10468	X	Physics	<u>Regents Review.</u> The physics Regents curriculum is made up of four relatively independent units. As a result, earlier work is often forgotten as Regents time approaches. Two months before year's end, the teacher begins to include a brief review assignment with each day's homework. The first ten minutes of the period are used to review the questions and the topic. In this way, the review of earlier topics can be spread out over a long period of time.

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Ronald M. Kappraff	Queens Voc. 37-02 47th Ave. Long Island City, N.Y. 11101	Q	Science 9th	<u>Research Projects.</u> These projects are given throughout the year to complement class topics. Each student is assigned a project. Groups of students work together in a common area and at the end of the project, combine their expertise to deliver a group presentation. Projects include fact finding, library work, problem sensing, problem solving, evaluation and development of a solution. Typical projects are "Famous Scientists" and "The Chemical Industry."
Jeffrey Siegel	Evander Childs 800 E. Gun Hill Rd. Bronx, N.Y. 10467	X	Biology 10th	<u>Enzymes.</u> The aim of the lesson is "Why are enzymes specific?" An overhead projector is used for cutouts of enzymes and substrate. The shadow effect on the overhead is visually motivating. The "enzymes" and substrate can be manipulated on the projector to enhance mobility. The "lock and key" concept becomes clear using this method.
Seymour Abkowitz	Port Richmond Innis St. & St. Joseph's Ave. Staten Island, N.Y. 10302	R	Typewriting	<u>Hyphenation and Syllabification.</u> Have students copy a 60-space line, pretyped paragraph. Margins are given in advance and material is to be typed line for line. Have some words hyphenated at end of a line. Instruct students to change margin to 50-space line and retype same paragraph. This will require using the hyphen at a different point and perhaps using the dictionary. Next, have students retype the same paragraph using the 40-space line.
Victor Heltzer	Susan Wagner 1200 Manor Rd. Staten Island, N.Y. 10314	R	Consumer Education 11-12th	<u>Shopping in the Market.</u> In order to let students get a feel for prices in the marketplace, they go to their local supermarket three times during a semester. They take with them a pre-printed check list with 42 standard items and they copy the prices from the products onto the price chart. They are thus able to

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Victor Heltzer (cont'd.)					<u>Shopping in the Market</u> (cont'd.) see the movement of prices as they affect their families.
S. Sperling	Susan Wagner 1200 Manor Rd. Staten Island, N.Y. 10314	R	Accounting	2nd year	<u>Financial Statements.</u> In order for students to see the financial statements as they appear in business, the teacher gives them annual reports of existing companies. From these reports they see how the statements are presented along with other necessary information.
A. Flint	Susan Wagner 1200 Manor Rd. Staten Island, N.Y. 10314	R	Physical Education		<u>Stretching Exercises.</u> During gymnastics and yoga classes, students are allowed to perform stretching exercises in a sitting position while attendance is taken. The stretching exercises used are part of a beneficial flexibility circuit.
Joan M. Manopol	Park West	M	Art	All	<u>Mural Painting.</u> The designs are the products of the students. Sketches are carefully worked and graphed before putting them on wall. Selection of design to be used is done by a vote of the class. The project then becomes a group activity.
Naftali Berrill	Sarah Hale 345 Dean St. Brooklyn, N.Y. 11217	K	Communication Arts Writing		<u>Brainstorming.</u> This technique can be utilized to simply start writing an essay. Individual anxiety is diffused and the writing process takes on a less threatening and more enjoyable feeling. Points can be given on a sporting basis by assigning 3-4 groups per class. Each group pools its skills in a class "competition" which is directed toward the completion of an essay, short story, etc.

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Barry Groiپر	Sarah Hale	K	Communication Arts Writing	<u>Patterning</u> . Imitation is a good method for improving writing and reading skills. Give students a paragraph to copy and then let them get into their own writing. Through patterning, they will learn form and improve their writing skills. For proofreading, let students comment on each other's papers. To improve oral reading, doing a class play is recommended.